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ber of its adherents since 1897 has been steadily increasing.

In our own country the first step toward the systematization of Modern Language instruction was taken in 1898 through the publication of the Report of the Committee of Twelve. On the whole, this report, notwithstanding its great pedagogical significance in the improvement of the Modern Language work in this country, can in no way be construed as favoring the Direct Method. Whatever has been done in this direction is due to the efforts of individual educators. Thus in the University of Chicago the instruction in German has been for a great number of years carried on along the lines of the Reform. Several High Schools in the States of Illinois, Indiana and Wisconsin are, according to the data at my disposal, making attempts in this direction. The Direct Method is strongly advocated by Messrs. Krause (Jamaica High School, New York City)<sup>1</sup> and Handschin (Miami University, Ohio)<sup>2</sup>. Some very interesting material bearing upon the subject may be found in an article of Dr. Cortelyou (Kansas State Agricultural College)<sup>3</sup> which contains the opinions—on the whole favorable—of some 60 teachers regarding the Direct Method.

In order to arrive at convincing results we need at the present time above all scientific data based upon the investigations of experimental pedagogics. Much valuable work in the line of presentation and retention of 'Gedächtnisstoffe' has been done by a number of American scientists<sup>4</sup>. Let us hope that at no distant day, with these investigations for a basis, further work will be done bearing directly upon the most effective presentation of modern foreign languages.

The majority of modern language teachers in this country (and elsewhere for that matter) have seen proper to modify their mode of instruction. Thus the Reformers recognize nowadays the value of at least a limited amount of translation work as well as the advisability of using occasionally the vernacular in the class-room, particularly in connection with grammar instruction. On the other hand the adherents of the Indirect Method recommend a certain amount of oral work in German, particularly in connection with the reading matter, as has been brought out in the Report of the Committee of Twelve. The chief points of difference still are whether grammar should be taught in-

ductively or deductively, to what extent the training in phonology is to be carried on, and what place the teaching of Realien is to occupy on the programme.

I shall, in conclusion, outline in brief the Wisconsin idea of teaching German in a two-year course, both in High School and College:

(1) Sufficient training in German phonology to insure correct pronunciation. Phonetic script may be used in college if the teacher so desires.

(2) Grammar work is to be based on constructed reading lessons and is taught first inductively; then the material is summarized and reviewed. . . . The reading matter on which grammar work is based must represent a unity of thought. The first lessons treat of the immediate surroundings and everyday life of the students; the succeeding ones are narratives and descriptions bearing on German literature and history, on German institutions and the life of the people. Both prose and poetry must be represented. Wherever advisable illustrative materials are made use of (maps, charts, pictures, drawings, etc.).

(3) The language of the class-room is English in the treatment of phonology; then German is introduced till finally that language becomes the medium of instruction almost exclusively.

(4) Translation is used very moderately; written work in German is usually based on the text, and free German compositions—the subject-matter being carefully discussed in advance—are substituted instead.

(5) Much stress is laid on memory work, particularly in the High School.

We believe that, under existing conditions, the place for the Direct Method in its broader aspects is in schools where the course in foreign languages extends over a period of at least four years and where the teachers have received sufficient training to apply it efficiently. In our own Wisconsin High School (University Demonstration School) where in addition to a three-year course in German we have a six-year course in that language the Direct Method is being used from the very start.

THE UNIVERSITY OF WISCONSIN. CHARLES M. PURIN.

In acceding to your request for an opinion on the use of the Direct Method in Modern Languages, I do so with trepidation. The names of the men who expressed their views against it in your issue of November 23 (THE CLASSICAL WEEKLY 6.53) have such great weight that I should do better not to pit mine against them.

However, I note in their statements a conception of the Direct Method so at variance with that held by the men who today advocate and employ that method that I may be allowed at all events here to state the tenets of the method as held by this great group of persons.

<sup>1</sup> Dr. Carl A. Krause is the author of a number of articles on the Direct Method. Among others the following may be mentioned: The Teaching of Grammar by the Direct Method (Monatshefte für deutsche Sprache und Pädagogik, 23. No. States, Education Review, March, 1913. C. K. shrdluet 6). <Add now Modern Language Instruction in the United States, Educational Review, March, 1913. C. K.>

<sup>2</sup> Dr. Charles H. Handschin, author of the Manual for Teachers of German in High Schools and Colleges (Bulletin Miami University, November, 1908).

<sup>3</sup> Dr. John V. Cortelyou: The Direct Method of Teaching Modern Languages (1912).

<sup>4</sup> Compare Meumann, Ökonomie und Technik des Gedächtnisses, 75-78.

In the first place they protest strenuously against confounding the Direct with the Natural Method, as a now homeless waif was dubbed by a couple of peripatetic instructors of French and German about a third of a century ago.

In Germany, France, England, and Scandinavia the Direct Method is the prevalent one today. As it is conceived of and used there, it includes (1) Making the start in the foreign language with easy texts. The procedure generally in use in Latin and Greek is eschewed because it is thought to make of the pupil a word-student. The mother tongue and translation are not banished from the class-room but are used sparingly. (2) Thorough teaching of grammar, although partially inductively and in small installments. The ability to read is the chief aim, while whatever conversational ability is achieved is considered a valuable by-product. Strict drill in phonetics is not insisted on by many teachers, even in Europe. This method, it has been shown<sup>1</sup>, is used also in 5 plus % of the Colleges and Universities in the United States.

However, the grammar-reading-conversation method is today the most common method in the United States, and tends, as the teachers are able, to approximate a direct method. It consists in making a start with the grammar in English. Reading forms the center of instruction with conversational ability as a third object. The texts are in great part discussed in the foreign language and only the most difficult portions are translated.

The grammar-translation method, which, unfortunately, is still used a good deal in America, aims to teach by means of paradigms and set translation after the time-honored fashion in the Classics, and is, I am happy to note, but for its honored advocates' sake sorry to state, slowly falling into harmless desuetude.

CHARLES H. HANDSCHIN.

MIAMI UNIVERSITY, Oxford, Ohio.

The main reason why the Direct Method is now being discussed and advocated is the realization that the old procedure and order of things are insufficient and incapable of doing what they should do. Grammar, translation, reading, or other methods—call them what you like—that have carefully avoided the spoken word or reduced it to a minimum in the actual class-room instruction have diligently led the student away from an intimate feeling for the language. He has covered a deal of ground in reading, but has never learned the language, for by learning is meant not one phase but the totality that gives him *Sprachgefühl*. I take it, no teacher will quarrel with this ideal of instruction that makes *Sprachgefühl* a vital and paramount issue. And yet in actual practice, the word *Sprach-*

*gefühl* has received a very inadequate interpretation. The Direct Method at once vitalizes this ideal by insisting that ear and speech receive their due share of attention. In other words, though speaking and hearing the language spoken do not necessarily become absolute ends in themselves, they are a very essential means to bring about a *Sprachgefühl*.

There is no reason for a suspicious attitude toward the Reform Movement. It is the result of recent scientific inquiry into the processes of learning a language and has, therefore, no apologies to make. Why there should be any opposition is hardly clear. It may be from the old tradition that ability to speak a language is equal to shallow dilettantism, or it may be from an indisposition to give up the complacent, comfortable way of the old order, or it may be from a doubt as to the workableness of the Direct Method. With regard to the last point, it must be remembered that the ideals of accuracy and thoroughness are not given up, but that they become vitalized and quickened. And if it is not possible to *cover the ground* as formerly, the returns are *quality*. A word from Goethe applies here also: "Das Was bedenke, mehr bedenke Wie".

My own experience of many years leads me to the strong conviction that if German is a modern living language, then I am by the facts in the case obliged to teach it as such, and the Direct Method becomes at once an economical as well as an efficient means of reaching that end.

UNIVERSITY OF MISSOURI.

HERMANN ALMSTEDT.

I have read with interest the papers and letters on the Direct Method of teaching Latin which have been appearing in THE CLASSICAL WEEKLY. It was not my intention to intervene, because the matter is best left to be solved by experience, now that a number of teachers in America are actually using it with great satisfaction to themselves, and still greater satisfaction to their pupils. I hope some of these will speak out before long; but I must send you a few words on Mrs. Peck's letter (page 70).

This letter shows a confusion which is only too familiar to me; it confuses Direct Method with conversation on modern inventions. Now the Direct Method may be used throughout school life with no reference to modern inventions, or to anything so distinctly modern that it cannot be expressed in good Latin words. Thus the elements of Latin grammar may be used in a series of bodily movements, in which we do exactly the same as the Romans did. The class may speak and write about nature, birds and animals, mountains and valleys and rivers, in words used by the Romans for those same things. Fables and stories may be told to modern children in the same words that the Romans heard for the same stories.

By and by the vocabulary of Caesar and Vergil may be used to some extent, and those authors may be read and explained in their own language. Thus the pupil may be led to read and understand, to

<sup>1</sup> Compare C. H. Handschin, *The Teaching of Modern Languages in the United States*, United States Bureau of Education (Washington, Government Printing Office, 1912).